8: Black S-4 (no date) 1954 El Europe El

871 Illiteracy in the prewar era was extremely prevalent except in
212 Bohemia, Slovenia, a part of Hungary, and the formerly German-ruled section of Poland. Following the various educational reforms and the expansion of facilities during the '20's, the illiteracy rates were: 31.4 per cent (1934) for Bulgaria, 4.1 per cent (1930) for Czechoslovakia, 6.0 per cent (1941) for Hungary, 23.1 per cent (1931) for Poland, 23.1 per cent (1948) for Rumania, and 45.2 per cent (1931) for Yugoslavia. In spite of the notable progress attained within a decade and a half of liberation, the problem of achieving literacy and education for the masses remained a considerable one.

• 658 In the interwar period, a vast number of schools were built and many universities were founded or enlarged. National statistics show that on the average 3 per cent of the estimated national incomes was devoted to education for the region as a whole. Czechoslovakia, with 3.5 per cent, had the largest budgetary provision for education, spending in 1937 the
871 equivalent of eighty-four million dollars. Universal compulsory elementary education was introduced widely in this area. However, the number and quality of teachers did not increase
[545] as rapidly as did the buildings. Therefore, especially in the eastern and southern regions, semieducated or semiskilled individuals were numerous, and anyone who had been exposed to education considered himself an "intellectual." Under such circumstances, this term very often stood for mere prestige, and the "intellectuals" exerted influence out of proportion to their training. A poor system of communication, a dispersed settlement pattern, mediocre teachers and, last but not least, the rather uncooperative behavior of the peasants impeded the possibilities of an adequate education for the peasant class, which represented the majority of Eastern Europe's population.

000 Due to the prevalence of a liberalism linked with national-